

**SPALDING UNIVERSITY  
COLLEGE OF EDUCATION**

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**Kentucky Certificate Endorsement Program (READING)  
Review Document**

**APRIL 2, 2012**

IV D. **Program Faculty.**

Name	Highest Degree	Field of Study	Degree-granting Institution	Current Assignment Including Courses Taught	Certification(s) Held	Full or Part Time to Institution, Unit, and Program		
						Institution	Unit	Program
Karen Dunnagan	Ph. D.	Edu. Theory & Practice: Literacy, Language & Literature	The Ohio State University, Columbus, OH	EDR 515	Literacy Specialist k-12 (Indiana)		Full-Time	Part-time
Brenda Gunnell	Ed. D.	Leadership Education	Spalding University, Louisville, KY	EDR 556	English, Secondary		Part-Time	Part-Time
Gordana Dizdarevic	M.A. Rank 1	School Guidance, Administration	Spalding University, University of Louisville	EDU 586	Admin, SGC, Social Studies, Secondary		Part-time	Part-Time
Karen O'Connell	Ph.D.	Rhetoric and Composition	University of Louisville	ENG 540				Part-Time

**V. Specialized Program Content Required for this Endorsement: Reading P-12**

<p><b>IRA Standards and Elements</b></p> <p>Reading (Pre-K and Elementary Classroom Teacher and Middle and High School Reading Classroom Teacher)</p>	<p><b>Evidence that demonstrates competence may include, but is not limited to the following:</b></p> <p>If you assess additional evidence, add bullets as needed.</p>	<p><b>How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</b></p> <p>For each assessment, list the course number and assessment title. Link the assessment title to the relevant location in the syllabus for the course of which it is a part.</p> <p>If the bulleted item is not assessed as part of the program, place NA in the corresponding column.</p>
<p><b>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</b></p>		
<p>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p><b>Pre-K and Elementary Classroom Teacher</b></p>	
	<ul style="list-style-type: none"> <li>Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.</li> </ul>	<p>EDR 515 – Learner Outcome #1; assessed assignments #1, 3, 4, 9, 10, &amp; 11</p> <p>EDU 586 – Learner Outcome #1, 4, 5, &amp; 8</p>
	<ul style="list-style-type: none"> <li>Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.</li> </ul>	<p>EDR 515 – Learner Outcome #1, 2, 3; assessed assignments # 2, 3, 4, 5, &amp; 6</p>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.</li> </ul>	<p>EDR 515 – Learner Outcome #1, 2, 3, 4; assessed assignments # 1 &amp; 4</p> <p>EDU 586 -- #1, 4, 5, 8, &amp;11</p>
	<ul style="list-style-type: none"> <li>Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to</li> </ul>	<p>EDR 515 – Learner Outcome #1, 2, 3, &amp; 4; assessed assignments # 1, 2, 4, 5, &amp; 6</p>

	traditional print, digital, and online resources).	
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents.</li> </ul>	EDR 556 – assessed outcomes # 1, 2, 3, & 8 ENG 540
	<ul style="list-style-type: none"> <li>• Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English.</li> </ul>	EDR 556 – assessed outcomes # 1, & 3 ENG 540 EDU 586
	<ul style="list-style-type: none"> <li>• Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research.</li> </ul>	EDR 556 – assessed outcomes # 1, 2, 3, & 6 ENG 540
	<ul style="list-style-type: none"> <li>• Explain the research and theory about learning environments that support individual motivation to read and write.</li> </ul>	EDR 556 – assessed outcome # 6
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> <li>• Identify major milestones in reading scholarship and interpret them in light of the current social context.</li> </ul>	EDR 556 – assessed outcome # 1 & 3 ENG 540
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> <li>• Show fair mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.</li> </ul>	EDR 556 – assessed outcome # 1 & 6 EDU 586 ENG 540
	<ul style="list-style-type: none"> <li>• Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</li> </ul>	EDR 556 – assessed outcome # 5 EDR 586
<b>Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced</b>		

curriculum to support student learning in reading and writing.		
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Explain how the reading and writing curriculum is related to local, state, and professional standards.</li> </ul>	EDR 515 – Learner Outcomes #1, 2, &3; assessed assignments # 4, 5, 6, 7, 8, & 11
	<ul style="list-style-type: none"> <li>• Implement the curriculum based on students’ prior knowledge, world experiences, and interests.</li> </ul>	EDR 515 – Learner Outcome # 1, 2, & 3, assessed assignments # 4, 5, 6, & 7
	<ul style="list-style-type: none"> <li>• Evaluate the curriculum to ensure that instructional goals and objectives are met.</li> </ul>	EDR 515 – Learner Outcome #3; assessed assignment # 7
	<ul style="list-style-type: none"> <li>• Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students’ needs in traditional print, digital, and online contexts.</li> </ul>	EDR 515 – Learner Outcome #3; assessed assignment #7
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Explain how the reading and writing relate to their content area and to local, state, and professional standards.</li> </ul>	EDR 556 – assessed outcomes # 5 & 8 ENG 540 – assessed outcomes #1 & 8
	<ul style="list-style-type: none"> <li>• Implement the curriculum based on students’ prior knowledge, world experiences, and interests.</li> </ul>	EDR 556 – assessed outcome # 4 & 5 ENG 540 – assessed outcome #2, 3, 5 & 7
	<ul style="list-style-type: none"> <li>• Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demand of the content areas.</li> </ul>	EDR 556 – assessed outcome # 8 ENG 540 - -assessed outcome #2, 4, & 6
	<ul style="list-style-type: none"> <li>• Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students’ literacy needs.</li> </ul>	EDR 556 – assessed outcome # 8 ENG 540 - assessed outcome # 5 & 7 EDU 586 - assessed outcome #4, 5, 7, 8, 9 & 11
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Select and implement instructional approaches based on evidence-based rationale and student needs, and purposes for instruction.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, &3; assessed assignments # 4, 5, 6, & 7
	<ul style="list-style-type: none"> <li>• Differentiate instructional approaches to meet students’</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, &

including word recognition, language comprehension, and strategic knowledge (see the <a href="#">Glossary</a> for their definition of <i>cognitive model of reading</i> ).]	reading and writing needs.	3; assessed assignments #4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, 3; assessed assignments # 4, 5, & 6;
	<ul style="list-style-type: none"> <li>Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, & 3; assessed assignments # 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, & 3; assessed assignments # 4, 5, 6, 7, & 8 EDU 586 - assessed outcome #1, 5, 7, & 8
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Select and implement reading and writing approaches that are evidence based and meet student needs</li> </ul>	EDR 556 – assessed outcomes # 7 & 8 ENG 540 - assessed outcome #2, 5 & 7
	<ul style="list-style-type: none"> <li>Differentiate instructional approaches to meet students' reading and writing needs in the content areas.</li> </ul>	EDR 556 – assessed outcomes # 6, 7, & 8 ENG 540 - assessed outcome #1, 2, 5 & 7 EDU 586 - assessed outcome #1, 5, 7, & 8
	<ul style="list-style-type: none"> <li>Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking.</li> </ul>	EDR 556 – assessed outcome # 7 ENG 540 - assessed outcome #2, & 4, EDU 586 – assessed outcome #5, 7, 8, & 9
	<ul style="list-style-type: none"> <li>Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.</li> </ul>	EDR 556 – assessed outcome # 1 ENG 540 - assessed outcome #6 EDU 586 - assessed outcome #9
	<ul style="list-style-type: none"> <li>As needed, adapt instructional approaches and materials to</li> </ul>	EDU 586 - assessed outcome #4, 5, 7 &

	meet the language-proficiency needs of English learners.	8 EDR 556 – assessed outcome # 2 & 7
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.</li> </ul>	EDR 515 – Learner Outcome #3; assessed assignment s# 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.</li> </ul>	EDR 515 – Learner Outcomes # 3; assessed assignments # 7 & 8;
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses.</li> </ul>	EDR 556 – assessed outcomes # 2, 4 & 7
	<ul style="list-style-type: none"> <li>Guided by evidence-based rationale, select and use traditional print, digital, and online resources.</li> </ul>	EDR 556 – assessed outcome # 2 & 5
	<ul style="list-style-type: none"> <li>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.</li> </ul>	EDR 556 – assessed outcome #8
<b>Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</b>		
3.1: Understand types of assessments and their purposes, strengths, and limitations.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, & 3; assessed assignments # 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>Describe strengths and limitations of a range of assessment tools and their appropriate uses.</li> </ul>	EDR 515 – Learner Outcome # 1; assessed assignments # 4, 5, & 6
	<ul style="list-style-type: none"> <li>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, & 6
	<ul style="list-style-type: none"> <li>Explain district and state assessment frameworks,</li> </ul>	EDR 515 – Learner Outcome # 1;

	proficiency standards, and student benchmarks.	assessed assignments # 4, 5, & 6
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in assessing student performance.</li> </ul>	EDR 556 – assessed outcome # 7
	<ul style="list-style-type: none"> <li>• Describe the strengths and limitations of a range of assessment tools and their appropriate uses.</li> </ul>	EDR 556 – assessed outcome # 7
	<ul style="list-style-type: none"> <li>• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> </ul>	EDR 556 – assessed outcome s #7 & 8
	<ul style="list-style-type: none"> <li>• Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</li> </ul>	EDR 556 – assessed outcome # 8
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</li> </ul>	EDR 515 – Learner Outcome# 1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</li> </ul>	EDR 515 – Learner Outcome # 1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Interpret and use assessment data to analyze individual, group, and classroom performance and progress.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</li> </ul>	EDR 556 – assessed outcomes # 2, 7, & 8
	<ul style="list-style-type: none"> <li>• Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</li> </ul>	EDR 556 – assessed outcome # 7
	<ul style="list-style-type: none"> <li>• Recommend and administer assessments for students in need of reading and writing assistance.</li> </ul>	EDR 556 – assessed outcome # 7 ENG 540 - assessed outcome #5 EDU 586 - assessed outcome #8



	<ul style="list-style-type: none"> <li>• Interpret and use assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines.</li> </ul>	EDR 556 – assessed outcomes #7 & 8
	<ul style="list-style-type: none"> <li>• Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.</li> </ul>	EDR 556 – assessed outcome # 5 EDU 586 - assessed outcome #8 & 11
3.3: Use assessment information to plan and evaluate instruction.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul>	EDR 515 – Learner Outcome # 1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Use assessment data to evaluate students’ responses to instruction and develop relevant next steps for teaching.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Interpret patterns in classroom and individual students’ data.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8
	<ul style="list-style-type: none"> <li>• Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul>	EDR 556 – assessed outcome # 5
	<ul style="list-style-type: none"> <li>• Use assessment data to evaluate students’ responses to instruction and develop relevant next steps for teaching.</li> </ul>	EDR 556 – assessed outcome #5
	<ul style="list-style-type: none"> <li>• Identify and interpret patterns in classroom and individual students’ data.</li> </ul>	EDR 556 – assessed outcomes # 5 & 8 ENG 540 - assessed outcome #5
	<ul style="list-style-type: none"> <li>• Collaborate with content area teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives.</li> </ul>	EDR 556 – assessed outcome #5
3.4: Communicate assessment results and implications to a variety of audiences.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student parents or guardians, colleagues, and administrators).</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 1, 4, 5, 6, & 8

	<ul style="list-style-type: none"> <li>• Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4,5, 6, & 8
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</li> </ul>	EDR 556 – assessed outcome # 7 ENG 540 - assessed outcome #5
	<ul style="list-style-type: none"> <li>• Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas).</li> </ul>	EDR 556 -- assessed outcome #7 ENG 540 - assessed outcome #5
<b>Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</b>		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, 3, 4, & 5; assessed assignments # 1, 3, 8, & 11 EDU 586assessed outcome #1, 2, 3
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, 3, 4, & 5; assessed assignments # 1, 3, 8, & 11 EDU 586 -assessed outcome #1, 2, & 3
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.</li> </ul>	EDR 515 – Learner Outcomes # 1, 2, 3, 4, & 5; assessed assignments # 1, 3, 8, & 11 EDU 586
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</li> </ul>	EDR 515 – Learner Outcomes #1, 2, 3, 4, & 5; assessed assignments # 1, 3, 4, 5, 8, 10, & 11
	<b>Middle and High School Reading Classroom Teacher</b>	

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.</li> </ul>	EDR 556 – assessed outcome # 2 EDU 586 - assessed outcome #1, 2, 3 & 6
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.</li> </ul>	EDU 586 - assessed outcome #1, 2, 3 & 6 EDR 556 – assessed outcome #5
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which diversity influences adolescent literacy development.</li> </ul>	EDR 556 – assessed outcome # 2 EDU 586 - assessed outcome #1, 2, 3 & 6
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</li> </ul>	EDR 556 – assessed outcome # 2 EDU 586 - assessed outcome #1, & 4
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Assess the various forms of diversity that exist in students as well as in the surrounding community.</li> </ul>	EDR 515 – Learner Outcome # 1, 2, & 3; assessed assignments # 1, 4, 5, 6, 7, & 8 EDU 586 - assessed outcome #1, 2, 3
	<ul style="list-style-type: none"> <li>• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</li> </ul>	EDR 515—Learner Outcome # 1; assessed assignments # 1, 4, 5, 6, 7, & 8 EDU 586
	<ul style="list-style-type: none"> <li>• Provide instruction and instructional that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).</li> </ul>	EDR 515 – Learning Outcome # 1; assessed assignments # 4, 5, 6, 7, & 8 EDU 586 - assessed outcome #1, 4, 5, 6 & 8
	<ul style="list-style-type: none"> <li>• Provide instruction and instructional formats that engage students as agents of their own learning.</li> </ul>	EDR 515 – Learning Outcome #1; assessed assignments # 4, 5, 6, & 8 EDU 586 - assessed outcome #5, & 7
	<b>Middle and High School Reading Classroom Teacher</b>	

	<ul style="list-style-type: none"> <li>Assess the various forms of diversity that exist in students as well as in the surrounding community.</li> </ul>	EDR 556 – assessed outcome # 2 EDU 586 - assessed outcome #1, 2, & 3
	<ul style="list-style-type: none"> <li>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</li> </ul>	EDR 556 – assessed outcome # 7 EDU 586 - assessed outcome #1, 4, 5, & 7
	<ul style="list-style-type: none"> <li>Provide instructional formats that engage students as agents of their own learning.</li> </ul>	EDR 556 – assessed outcome # 5 ENG 540 - assessed outcome #2, & 4 EDU 586 - assessed outcome #5 & 7
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> <li>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</li> </ul>	EDR 556 – assessed outcome # 4 EDU 586 - assessed outcome #2, & 3
	<ul style="list-style-type: none"> <li>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</li> </ul>	EDU 586 - assessed outcome #2 & 3
	<ul style="list-style-type: none"> <li>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</li> </ul>	EDR 556 – assessed outcome # 9 EDU 586 -assessed outcome #2, & 3
<b>Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</b>		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Arrange their classrooms to provide easy access to books, other materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8 (on-site class at Maupin Elementary School -- students design and structure the model classroom for their individual tutorials and small group teaching as part of field experiences and after-school programs)
	<ul style="list-style-type: none"> <li>Modify the arrangement to accommodate students' changing needs.</li> </ul>	EDR 515 – Learner Outcome #1; assessed assignments # 4, 5, 6, & 8 (on-site class at Maupin Elementary School -- students design and structure the model classroom for their individual

		tutorials and small group teaching as part of field experiences)
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</li> </ul>	EDR 556 -- assessed outcome # 5 (field experiences)
	<ul style="list-style-type: none"> <li>• Modify the arrangement to accommodate students' changing needs.</li> </ul>	EDR 556 – assessed outcome #5 (field experiences)
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> <li>• Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</li> </ul>	EDR 556 – assessed outcome #5 (field experiences) EDU 586 - assessed outcome # 3
	<ul style="list-style-type: none"> <li>• Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).</li> </ul>	EDR 556 – assessed outcome #5 (field experiences) EDU 586 - assessed outcome #3, 4 & 7
	<ul style="list-style-type: none"> <li>• Create supportive environments where English learners are encouraged and given many opportunities to use English.</li> </ul>	EDR 556 – assessed outcome # 5 (field experiences) EDU 586
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"> <li>• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</li> </ul>	EDR 556 – assessed outcome #5 (field experiences) ENG 540 - assessed outcome # 3 EDU 586 - assessed outcome #3 & 6
	<ul style="list-style-type: none"> <li>• Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).</li> </ul>	EDR 556 – assessed outcome #5 (field experiences) EDU 586 - assessed outcome #3 & 6
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> <li>• Use evidence-based rationale to make and monitor flexible instructional grouping options for students.</li> </ul>	EDR 556 – assessed outcome #5 EDU 586 - assessed outcome #1, 3,4, 6 & 8
	<ul style="list-style-type: none"> <li>• Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and</li> </ul>	EDR 556 – assessed outcome #5 (field experiences)

	activities.	EDU 586 - assessed outcome #3 & 6
	<ul style="list-style-type: none"> <li>• Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).</li> </ul>	EDR 556 EDU 586 - assessed outcome #3 & 6
<b>Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</b>		
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignments # 8, 9, & 11  EDR 556 – assessed outcome # 9  ENG 540 - assessed outcome #8  EDU 586 - assessed outcome #12 & 13
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Display positive reading and writing behaviors and serve as a model for students.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignments # 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>• Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignments # 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>• Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignments # 4, 5, 6, 7, & 8
	<ul style="list-style-type: none"> <li>• Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.</li> </ul>	EDR 515 – Learning Outcome # 5; assessed assignments # 8, 9, & 11
	<ul style="list-style-type: none"> <li>• Implement plans and use results for their own professional growth.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignment # 11
	<ul style="list-style-type: none"> <li>• Join professional organizations related to reading and writing and participate as members.</li> </ul>	EDR 515 – Learner Outcome #5; assessed assignment # 8
	<ul style="list-style-type: none"> <li>• Demonstrate effective use of technology for improving student learning.</li> </ul>	EDR 515 – Learner Outcome #5; assessed assignment # 8
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Display positive reading and writing behaviors and serve as</li> </ul>	EDR 556 – assessed outcome #5 (field

	a model for students.	experiences) ENG 540 - assessed outcome #3 EDU 586 - assessed outcome #3 & 6
	<ul style="list-style-type: none"> <li>Understand the families' and community's roles in helping students apply reading and writing skills to content learning.</li> </ul>	EDR 556 – assessed outcome #5 (field experiences) EDU 586 - assessed outcome #3 & 11
	<ul style="list-style-type: none"> <li>Work with families, colleagues, and the community to support student learning.</li> </ul>	EDR 556 – assessed outcomes # 4 & 5 EDU 586 - assessed outcome #11
	<ul style="list-style-type: none"> <li>Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school.</li> </ul>	EDR 556 – assessed outcomes # 4, 5, & 7 EDU 586 - assessed outcome #9
	<ul style="list-style-type: none"> <li>Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.</li> </ul>	EDR 556 – assessed outcomes # 2, 3, 4, 5, 6, 7, & 8 ENG 540 - assessed outcome #1,2,& 4
	<ul style="list-style-type: none"> <li>Carry out plans and use results for their own professional growth.</li> </ul>	EDR 556 – assessed outcomes # 8 & 9 ENG 540 - assessed outcome #8
	<ul style="list-style-type: none"> <li>Are members of professional organizations related to reading and writing.</li> </ul>	EDR 556 – assessed outcome # 9 ENG 540 - assessed outcome #8
	<ul style="list-style-type: none"> <li>Demonstrate effective use of technology for improving student learning.</li> </ul>	EDR 556 – assessed outcome # 2 ENG 540 - assessed outcome # 6 EDU 586 - assessed outcome #9
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"> <li>Recognize the importance of professional development for improving reading and writing in schools.</li> </ul>	EDR 556 – assessed outcome # 8 & 9 (Attend Louisville Writing Project Conference)  ENG 540 - assessed outcome #8
	<ul style="list-style-type: none"> <li>Participate individually and with colleagues in professional</li> </ul>	EDR 556 – assessed outcome # 8

	development programs at the school and district levels.	EDU 586 - assessed outcome #12 & 13
	<ul style="list-style-type: none"> <li>• Apply learning from professional development to instructional practices.</li> </ul>	EDR 556 – assessed outcome # 8 (Attend JCPS adolescent literacy PD) ENG 540 - assessed outcome #8 EDU 586 - assessed outcome #12 & 13
6.4: Understand and influence local, state, or national policy decisions.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Are informed about important professional issues.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignment s # 8 & 11
	<ul style="list-style-type: none"> <li>• Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.</li> </ul>	EDR 515 – Learner Outcome # 5; assessed assignments # 8 & 11
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Are informed about important professional issues.</li> </ul>	EDR 556 – assessed outcome # 3 & 8 ENG 540 - assessed outcome #8 EDU 586 - assessed outcome #12
	<ul style="list-style-type: none"> <li>• Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</li> </ul>	EDR 556 – assessed outcome # 9 ENG 540 - assessed outcome #8 EDU 586 - assessed outcome #2, 3, &12